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ABSTRACT

The fourth annual report to the Florida Legislature reviews the reasons for time-shortened education, methods for student acceleration, and financial implications of acceleration. This progress report contains information on year-round matriculation, credit by verified proficiency (including equivalency tests and advanced placement), credit for dual enrollment and early admission, credit for nonschool experience such as job training, and academic calendar alternations. Statistical data on student acceleration in school districts, community colleges, and state universities are included, along with the text of relevant Florida law. (Author/DS)

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STUDENT ACCELERATION

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IN FLORIDA PUBLIC EDUCATION

Fourth Annual Report
to the
Florida Legislature
and the
State Board of Education

February 28, 1977

EA 010 188

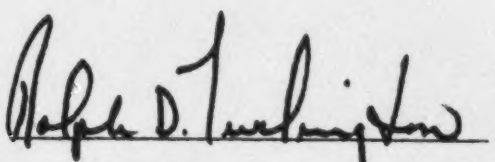
FOREWORD

Today's schools are serving students with a wide range of abilities. Some of these students need more time to master the basics, while others are ready to move on to college-level courses while they are still in high school. This report addresses time-variable education for students wishing to accelerate their education programs. Acceleration mechanisms described include year-round matriculation, credit awarded on the basis of verified proficiency, credit in two institutions at once, credit for non-school experience and other methods.

A significant amount of student acceleration is taking place. In 1975-76 over 50,000 students took advantage of acceleration opportunities. This is an increase of 50 percent over 1974-75. Over two-thirds of the acceleration reported was accomplished by verification of proficiency, usually through examinations.

Accelerated education produces financial savings by reducing the amount of time students spend in a school or college. In 1975-76 students in our colleges and universities earned approximately 200,000 quarter hours credit by taking examinations in place of course work. Under the 1975-76 funding formula this meant that the State saved approximately $6.3 million in instructional costs, and students avoided having to pay $2.3 million in student fees. Other acceleration methods, such as dual enrollment and early admission, have resulted in additional savings of time and money.

The intangible benefits received by students are perhaps more important than the financial savings which derive from acceleration. Opportunities for acceleration can save time, reduce boredom, increase motivation, help individualize programs, and give students a chance to elect more demanding courses. For all these reasons, I encourage continued efforts to make acceleration opportunities available to Florida students.



Ralph D. Turlington

TABLE OF CONTENTS

I. Student Acceleration: An Overview 1

Reasons for Student Acceleration

Methods for Student Acceleration

Financial Considerations

II. Progress Report on Student Acceleration 4

Year-Round Matriculation

Credit by Verified Proficiency

Credit in Two Institutions at Once

Non-School Experience

Other Acceleration Methods

III. Academic Calendars 10

IV. Recommendations 12

V. Appendices:

A. Statistical Information on Student Acceleration in School Districts--1975-76

B. Statistical Information on Student Acceleration in Community Colleges--1975-76

C. Statistical Information on Student Acceleration, State University System (September 1, 1975--August 30, 1976)

D. Florida Statutes

E. Committee on Time-Shortened Education

I. STUDENT ACCELERATION: AN OVERVIEW

Student acceleration, as the name implies, is an effort to reduce the amount of time required to reach various stages of educational achievement (e.g., high school diploma or baccalaureate degree). To be viewed correctly, student acceleration should be considered an aspect of a broader movement--a movement to make education "time variable" for the mature student. When education is time variable each student is allowed the time needed to complete an educational program, even though this may be either more or less than the "standard" length of time.

This report focuses on the acceleration aspect of time variableness. Although possibilities for deceleration (e.g., carrying reduced loads or repeating courses) have long been recognized and used when appropriate, only in recent years has the potential for acceleration been recognized.

Reasons for Student Acceleration

The standard lengths of time for high school and post-high programs were established at times when the clientele for these programs was heterogeneous, the content was uniform, and societal change was slow. These conditions no longer exist in Florida. The vast majority of students complete high school and half of them enter immediately into some type of postsecondary education. The types of programs available in high school and post-secondary institutions have proliferated; there is something there for almost everyone. Society is no longer in a steady state; both technology and social values are in continual flux; therefore, the education one receives in youth will no longer suffice for a lifetime.

In the setting described above, there are two major reasons for capitalizing on acceleration options: multiple sources of learning and growing demands on educational resources.

The impact of multiple sources of learning must be recognized. Learning takes place both within and without the classroom. The mass media, the home, the work place, the peer culture and individual experiences all provide learning opportunities. Schools and colleges must find techniques for complementing and building upon the learning which the students bring to their programs. Requiring the student to restudy something already learned is wasteful both in terms of time and money. Such unnecessary duplication of effort should be avoided.

New demands on education resources are developing at a time when resources in general have become more scarce. Because of the rapid changes in society, public education must provide education throughout an individual's career, including retirement. Presently virtually all educational funds are expended on students under thirty years of age, most on students under eighteen. If student acceleration can release instructional resources, the growing number of older adults needing instruction in basic skills, general knowledge, and professional or vocational competencies can be served more adequately.

Methods for Student Acceleration

In addition to the more traditional modes of accelerating--carrying an overload and year-round matriculation--there are three methods by which students can accelerate: (1) course credit received on the basis of verified proficiency (e.g., credit by examination, student performance credit); (2) credit received in two institutions at once (e.g., early admission, dual enrollment); (3) credit granted for non-school experiences (e.g., job entry studies, credit granted for military services); and (4) other acceleration methods.

The extent to which Florida students used each of these methods in 1975-76 is summarized in Table 1. As this table illustrates, over two-thirds of the acceleration reported was accomplished through examinations which allow

TABLE 1
NUMBER OF STUDENTS USING ACCELERATION MECHANISMS IN FLORIDA EDUCATION--1975-76

	Acceleration Mechanisms	School Districts[1]	Community Colleges	Universities
Students who received course credit on the basis of verified proficiency.	College Level Examination Program (CLEP)[2]	------	6,576	12,565
	College Entrance Examination Board (Advanced Placement)	1,586[3]	135	------
	Institutional and other examinations	------	10,745	1,188
	Student performance credit	1,876	------	------
Students who accelerated by working for credit in two institutions at once.	Early Admission	916	1,024	121
	Dual enrollment	9,898	5,070	2,684
Students who used non-school experience for credit.	Job entry studies	3,677	------	------
	Other acceleration methods	------	------	501
TOTAL[4]		17,953	23,550	17,059

[1]Figures include students in campus laboratory schools.
[2]According to the College Entrance Examination Board (CEEB), approximately 14,119 Floridians took one of the CLEP exams during 1975-76.
[3]The College Entrance Examination Board reports that a total of 2,080 high school students (1,586 public, 494 private) took advanced placement exams. 1,640 of the 2,596 (63%) examinations received a score of 3 or higher. A total of 6,793 public high school students took advanced placement courses.
[4]Totals include a certain amount of duplicated data; for example, some students received credit under both CLEP and CEEB, some students took more than one CLEP examination, and student enrolled in two institutions are counted by both institutions.

students to by-pass certain courses or activities. At the college level, options are used mainly by freshmen. More than 60 percent more students received credit by examination in Florida public colleges and universities in 1975-76 than in the previous year. Approximately 20 percent of the college-bound students who were still in high school enrolled concurrently in a nearby college or university, while almost 9 percent of the high school students who were not going on to college participated in job entry study programs.

Table 2 shows that 3.7 percent of the credit hours granted during 1975-76 by the community colleges and over 11 percent of the lower division credit granted by the State University System were awarded through

TABLE 2
COLLEGE CREDIT HOURS GRANTED UNDER
ACCELERATION MECHANISMS--1975-76

	Total Lower Division Credit Hours (A)	Credit Hours Awarded through Acceleration (B)	Percentage (B/A)
Public Community Colleges	3,285,787[1]	122,535	3.7%
State Universities	1,149,171[2]	132,134	11.5%[3]

[1]Semester hours. Credit earned by students in advanced and professional and occupational programs; does not include credit earned in community instructional services courses and developmental courses.
[2]Quarter hours. Enrollments in programs classified as "education and general" at the freshman and sophomore levels.
[3]This higher percentage of credits awarded for acceleration by the universities is attributable at least in part to the higher admission requirements maintained by the universities.

acceleration methods. This is a decrease from last year's report of approximately 1 percent for community colleges and 5 percent for universities. During 1974-75 approximately 4.6 percent of the credit hours granted by the community colleges and 16.4 percent of comparable credit granted by the State University System were gained by means of acceleration.

Data in Tables 1 and 2 are based upon the more detailed tabulations appearing in Appendices A, B and C. In addition, each acceleration method is discussed in greater detail in part two of this report.

Financial Considerations

As suggested above, student acceleration can save educational costs if the amount of instruction which would otherwise be offered is thereby reduced. On the other hand, the systematic development and implementation of programs for student acceleration also incur costs not associated with "regular" programs.

As noted earlier, most acceleration occurs through examinations which allow exemptions from participation in required instruction. Such examinations must be designed to maintain desirable education standards. At the same time, they should not place more stringent requirements on students taking the examinations than are placed on those who take the courses. To say the least, there is a lot riding on the examination. Consequently, the examination should be carefully developed, thoroughly tested, and systematically administered. This requires effort beyond that expended to develop and administer the typical final examination in a school or college course. Hence, the examination process associated with acceleration incurs new costs.

If as a result of acceleration students spend more days in school per year, costs for any one year may increase. Whether expenditures can be reduced in the long run depends, first, on whether the extended program can be operated as efficiently as the regular school program and, second, on how many students are taking extra work for acceleration purposes rather than for enrichment.

A highly significant approach to acceleration is to redesign curricula so that able students may progress more rapidly. Extensive curriculum redesign was anticipated by the Carnegie Commission on Higher Education when it issued its 1971 report Less Time, More Options. Curriculum redesign was also contemplated in the "Report of the Task Force to Explore Feasibility of a Three-year Baccalaureate Program." This report, prepared by a Department of Education Task Force, was issued on February 15, 1973. However, curriculum redesign requires a concentrated effort by skilled instructors and other specialists. To release people to perform this task requires special budget provisions.

II. PROGRESS REPORT ON STUDENT ACCELERATION

Thousands of students are taking advantage of acceleration options available to them, thus saving time and money for students and taxpayers. The utilization of each acceleration mechanism is described in the following paragraphs. These summaries are based upon reports from the College Entrance Examination Board and upon statistical reports assembled in Appendices A (school districts), B (community colleges), and C (universities).

Year-Round Matriculation

Traditionally, courses have begun their sequence at the beginning of the academic year. The summer program, where offered, focused on remediation (at the high school level) or on courses for students who could not attend during the regular school year (e.g., college courses for teachers). More recently, efforts have been made to design summer sessions aimed both at acceleration and at better use of school facilities. The emphasis on flexibility in the new programs is making it possible for students to be promoted or graduated at different times of the year, to begin new courses at staggered times, and to choose from a wider range of summer course offerings.

Several school districts have done pioneering work in restructuring the school calendar to encourage students to attend school during the summer. Brevard, Broward, Dade, Hernando, Holmes, Jackson, Jefferson, Orange, Palm Beach, Pasco, St. Lucie and Seminole have year-round programs underway. Although in the past summer schools have offered most courses for remediation, current programs have been extended to include opportunities for acceleration.

The area vocational-technical centers operated by district school boards and community colleges make extensive use of year-round matriculation. As would be expected, September and January are the heaviest months for beginning new courses but a policy of open entry and open exit at the area vocational-technical centers necessitates that new courses begin year round. During 1975-76 new courses were begun during every month of the year.

In 1975-76 a large number of courses in Florida community colleges began at times other than the opening of the regular term. Over 736,800 credits and credit equivalencies were awarded through such courses. This represents 15.1 percent of the total credits and credit equivalencies earned in the community college system.

Although no precise figures can be supplied, it can be assumed that many students in the State University System (SUS) are accelerating their programs through summer school. Concerted efforts are being made by the SUS to balance four quarter enrollments. Lower tuition fees during the summer quarter are being initiated in the summer of 1977 to encourage summer quarter enrollment. Futhermore Section 6C-6.16 of the Florida State Board of Education Administrative Rules states:

> Effective September 1, 1976 all students entering a university in the State University System with less than 90 hours credit shall be required to earn at least 15 hours credit prior to graduation by attendance of one or more summer quarters. . . .

This may mean that those enrolled in the summer quarter may be substituting matriculation at that time for a quarter during the traditional academic year.

Credit by Verified Proficiency

College Level Examination Program

The College Level Examination Program (CLEP), a national system for awarding credit by examination, is widely used in Florida. This program was established in 1965 by the College Entrance Examination Board, a non-profit membership organization that provides tests and other educational services for students, schools and colleges. CLEP was developed to serve students who acquire knowledge through means outside of regular baccalaureate degree programs (e.g., correspondence of university extension course, educational television, adult education programs, on-the-job training, independent study). It is based on the premise that what one knows is more important than how one came to know it.

There are two types of CLEP examinations: (1) the general examination, designed to provide a comprehensive measure of undergraduate achievement in five basic areas of liberal arts (English composition, mathematics, natural sciences, humanities, and history) and (2) the subject examination, designed to measure achievement in specified undergraduate courses.

The College Entrance Examination Board reports that approximately 14,119 students in Florida took CLEP examinations during 1975-76. Most of the acceleration credits through examination were in the basic studies area and were earned through the CLEP general examinations.

Credits are granted by all state universities and all community colleges in Florida to students who score at the 50th percentile or above on CLEP examinations. In the State University System 96,250 quarter credits were awarded on the basis of CLEP examinations in 1975-76. A total of 47,843 semester credits were awarded on this basis in the community colleges. These figures represent approximately 8.4 percent of the lower division credits earned in the State University System during the regular academic year and 1.5 percent of the university parallel credit in the community colleges in 1975-76. Last year CLEP awarded credit totalled 11 percent of the credit granted by universities and 2 percent of comparable community college credit. There has been an increase in the number of students who are using CLEP credit, particularly in the state universities. The number of university students involved has risen from 7,504 to 12,813. This seems to be an indication that more students are being made aware of opportunities for acceleration. Records show that 6,576 community college students, approximately 4.5 percent of the students in college parallel courses, used CLEP exams to earn credit during 1975-76.

Advanced Placement Programs

The Advanced Placement Program is another program available for acceleration purposes. Administered by the College Entrance Examination Board with the help of Educational Testing Service (ETS), it offers high school students an opportunity to complete more demanding and challenging work than is usually found at the high school level by permitting them to

study one or more college level courses while they are still in secondary school. After successfully taking an examination covering the course, they can receive advanced placement, credit, or both upon entering college. Course descriptions and examinations are provided in 13 disciplines by committees of school and college teachers, with the assistance of ETS test specialists. In 1975-76, 6,793 Florida public high school students took part in these advanced placement courses (a 16 percent increase over 1974-75). However, only 1,586 public high school students and 494 students of private schools took the official course exam. It may be that many of the students enrolled in the courses received college credit by taking one of the CLEP exams.

Other Proficiency Methods

Credit by examination can also be earned by using other examinations, including those developed by individual institutions. All but five community colleges report the use of such examinations; in 1975-76 21,199 semester credits were awarded to 10,745 students on this basis, a distinct increase over 1974-75. Six state universities also report the use of other examinations for earning credits; this allowed 1,188 students to receive 8,079 additional quarter credits in 1974-75. College credit granted on the basis of institutional exams is on the rise in the community colleges. The State University System shows a slight decrease from last year in both students participating in acceleration and credits awarded.

For some time adults without high school diplomas have been able to receive high school credit by taking examinations, primarily the General Education Development (GED) Examination. As in the CLEP program, the assumption behind this provision was that adults often learned through experience what they might have studied had they completed high school. This past year the Department of Education has considered the use of the GED high school equivalency exam for also granting diplomas to students currently enrolled in public schools. If approved, a regulation providing for the use of the GED will become effective in the spring of 1977. The Department is also identifying examinations that can be used in a secondary-level examination program. When in operation the program will enable high school students to receive course credit for successfully passing specified subject examinations.

A program that seems to be gaining wider acceptance is the granting of credit on the basis of student performance. Under this program a student may fulfill the course or subject credit requirements for graduation through a "student performance based promotional plan." The plan must be adopted by the local school board and approved by the Commissioner of Education. Under such a plan, competencies expected of students are identified and evaluation procedures established. Once a plan is officially

adopted, graduation requirements are met at whatever time the individual student demonstrates the requisite competencies. This program facilitates acceleration since the amount of time spent in instruction is not a factor in determining a student's eligibility for graduation. In 1973-74 only one school district reported sponsoring such a program and in 1974-75 eight districts reported a student performance program. This year seventeen districts have made provisions for student performance credit with a total of 1,876 students participating. This is over 10 times the number who participated in 1973-74 and a 27 percent increase over 1974-75.

Credit in Two Institutions at Once

There are two programs which students may be satisfying credit requirements in two institutions at once--through dual enrollment and through the early admission program.

Dual Enrollment

Dual enrollment allows high school students to be enrolled concurrently in high school and a college, university, or area vocational school. It also allows college students to be enrolled concurrently in a community college and a university. Dual enrollment and/or early admission (see below) have been implemented for high school districts in 59 of the 67 school districts in Florida. These alternatives have been available to students on an optional basis since 1963. Community college reports indicate that 4,542 high school students were also enrolled in community colleges. University reports indicate that 249 high school students were also enrolled in state universities. The total 4,791 represents nearly one out of every ten 1976 high school graduates who entered a postsecondary institution in the fall of 1976.

Dual enrollment between community colleges and universities (or other colleges) is also reported. Community college records show that 528 community college students jointly enrolled in state universities or other colleges (including non-public institutions); university records show 953 students jointly enrolled in community colleges. A discrepancy between the two may be due to the fact that the students when registering do not always indicate that they are enrolled in another institution as well.

Early Admission

Early admission is similar to dual enrollment. It differs in that with dual enrollment a student is considered "a high school student who is also taking postsecondary courses." With early admission, the student is considered "a postsecondary student who left high school before completing the twelfth grade." In either case, credits earned in college may count toward high school graduation. Community college reports show 1,024 students in early admission programs in 1975-76; university reports show 121.

For both dual enrollment and early admission, figures reported by school districts are lower than those reported last year. 1974-75 figures are also lower than those for 1973-74. It seems that for some reason fewer high school students are participating in early admission and dual enrollment. Concurrent to this trend, however--if it is a trend--is the increase in the number of students taking examinations for credit. School district figures for dual enrollment and early admissions are also lower than the combined totals reported by the community colleges and universities. Since a high school transcript is required for college or university admission, some postsecondary institutions classify students whose records are not complete as being in one of these programs.

Non-school Experience

Although almost all of the proficiency programs are based on the premise that students acquire knowledge out of school as well as in the classroom, they all require some verification of such proficiency. Several programs are available which grant credit directly for such experience. A number of community colleges and state universities grant credit in appropriate subjects for military services and Florida International University has a credit for a life experience program. Credit for non-school experience in the school districts is awarded through the job entry studies program as described below.

Job Entry Studies

The job entry studies graduation plan as an acceleration mechanism was first made available to students on an optional basis in September 1971. It permits students to accept full-time employment at the end of their junior year. Under this plan, credits toward high school graduation are awarded for successful on-the-job performance. A member of the school staff serves as liaison between the employer and the school and approves the work for which high school credits are granted. During 1975-76, 3,677 students in 41 school districts participated in the job entry studies plan.

Other Acceleration Methods

Besides the general types of acceleration methods, there are others more difficult to classify. Florida State University operates a competency-based degree program known as the Curriculum of Attainment Program. Florida Atlantic University reports on a cooperative science and engineering program which provides acceleration opportunities and most of the universities make arrangements for students to take course overloads. Several universities have comprehensive time-shortened degree programs that combine several of the mechanisms outlined here and in previous sections.

Florida Competency-based Articulation Project

Under the sponsorship of the Commissioner of Education and with direction from the Articulation Coordination Committee, approximately fifteen

public and private postsecondary educational institutions in Florida are cooperating in the development of the Florida Competency-based Articulation Project. The Project has as major goals finding alternative means for establishing educational accountability, improving ways of assessing learning, and better organizing and articulating curriculum and instruction at all levels of the system. Competency-based education is being viewed in Florida as a promising but largely undeveloped means of reaching those objectives and reforming education to place it more on a time-independent or variable basis to enable learners to progress efficiently and effectively through schooling at their own pace, in ways more commensurate with individual needs, abilities, and circumstances. The Project will attempt to determine the extent to which such programs may facilitate the movement of students within and between levels of education or among institutions more efficiently than traditional course/credit modes of learning, articulation, and accountability.

The Florida Competency-based Articulation Project will bring faculty statewide together in teams representing combinations of public community colleges, universities, and private institutions to identify and assess competencies and develop learning options for pilot programs in general education (divided into eight competency areas), architecture, business management, and industrial technology. Private foundation, federal and special state funding is being sought to support Project components.

III. ACADEMIC CALENDARS

Academic calendars represent a vital key in any effort to promote time-variable education. Decisions relative to school calendars can promote year-round matriculation by providing continuous availability of educational service. Students can be allowed to enter programs and proceed through those programs at times and rates which facilitate the attainment of their objectives. This can be accomplished without requiring that the initiation or termination of learning activities by students be regimented. Educational institutions should encourage students to undertake and complete learning activities at times and rates dictated by the students' personal circumstances.

The State Board of Education has adopted regulations for educational calendars designed to encourage year-round matriculation. These regulations (found in Appendix E) apply to each district school board, each community college district board of trustees, and the Board of Regents. Each board should, before the beginning of the fiscal year, adopt an annual calendar to be observed by all schools or post high school educational institutions operated by that board. The requirements of the regulations which would affect student acceleration include the following calendar provisions:

1. Three common entry periods during each fiscal year for students attending postsecondary educational institutions.
2. Pre-established dates for issuing certificates, diplomas, or degrees, to students who are completing programs prior to entry into a postsecondary educational institution.

3. As many additional periods throughout the fiscal year in which a student can begin a program as can be feasiblv provided.

Table 3, which follows, indicates the three common entry periods for academic calendars and the number of school districts, community colleges and universities reporting instructional terms beginning accordingly.

TABLE 3
ACADEMIC CALENDAR PROVISIONS REPORTED

Three common entry periods during fiscal year 1976-77

I. Between the third week in August and the fourth week in September.

	Public School[1]	Community College	University
August 16-2	2	5	
August 23-27	22	14	
August 30/ September 3	36	6	
September 6-10	6	2	
September 13-17			
September 20-24		1	9

II. The first full week following January 1.

	Public School[1]	Community College[2]	University[3]
January 3-7	1	26	9
January 10-14	1	2	
January 17-21	16		
January 24-28	22		
January 31/ February 4	4		

III. The third week in June

	Public School[1]	Community College	University
June 13-17	4	8	
June 20-24	4	18	9
June 27/July 1		2	

[1]Not all school districts reported a beginning date for the second semester or summer session.

[2]The community colleges have an additional term which usually begins between April 25 and May 13.

[3]The State University System's spring quarter begins around March 28.

The Committee on Time-Shortened Education Programs recommended in their February 1976 minutes that consideration be given to reducing the common entry point in the period between the third week of August and the fourth week of September to a specific period not to exceed 14 calendar days.

IV. RECOMMENDATIONS

The Committee on Time-Shortened Education Programs has reviewed this report and will make its recommendations separately.

V. APPENDICES: SUPPORTING LEGAL AND STATISTICAL INFORMATION

APPENDIX A--STATISTICAL INFORMATION ON STUDENT ACCELERATION IN SCHOOL DISTRICTS--1975-76

District	Early Admission	College Entrance Exam Board	Job Entry	Student Performance	Dual Enrollment
Alachua	30	20	62	0	56
Baker	2	0	0	0	0
Bay	2	0	12	0	58
Bradford	1	0	30	0	151
Brevard	80	304	545	0	177
Broward	122	783	128	0	717
Calhoun	0	0	0	0	0
Charlotte	0	0	0	0	0
Citrus	0	0	114	81	153
Clay	6	0	0	0	49
Collier	3	55	37	11	267
Columbia	1	0	0	0	6
Dade	96	1,945	638	13	1,667
DeSoto	0	0	1	0	0
Dixie	4	0	42	0	4
Duval	19	986	56	2	609
Escambia	21	241	185	42	325
Flagler	4	0	2	0	2
Franklin	0	0	0	0	0
Gadsden	0	10	0	0	70
Gilchrist	1	0	0	0	1
Glades	1	0	0	0	4
Gulf	2	0	0	0	7
Hamilton	0	0	11	0	0
Hardee	0	0	0	0	0
Hendry	1	20	24	16	1
Hernando	4	0	0	0	23
Highlands	5	0	126	0	62
Hillsborough	47	160	109	280	140
Holmes	0	0	0	0	21
Indian River	6	0	0	0	2
Jackson	2	0	0	0	17
Jefferson	1	0	0	0	1
Lafayette	1	0	0	0	0
Lake	9	7	90	41	261
Lee	26	0	6	0	157
Leon	17	77	89	209	240
Levy	1	0	0	0	0
Liberty	0	0	0	0	0
Madison	3	2	1	0	71
Manatee	7	210	0	0	136
Marion	6	0	34	0	3
Martin	2	0	13	0	40
Monroe	9	2	10	0	1
Nassau	2	0	108	2	50
Okaloosa	11	0	176	3	740
Okeechobee	0	0	0	0	0
Orange	43	222	0	274	133
Osceola	5	0	31	0	11
Palm Beach	10	533	167	292	725
Pasco	7	2	71	2	91
Pinellas	35	188	150	13	399
Polk	47	131	283	0	15
Putnam	19	3	0	92	56
St. Johns	3	0	0	0	109
St. Lucie	4	0	2	0	45
Santa Rosa	6	200	95	0	69
Sarasota	9	528	20	503	665
Seminole	15	40	114	0	11
Sumter	5	19	2	0	74
Suwannee	8	20	20	0	453
Taylor	3	0	25	0	200
Union	0	0	7	0	4
Volusia	22	85	0	0	54
Wakulla	8	0	0	0	3
Walton	0	0	33	0	8
Washington	100	0	2	0	442
School D&B	0	0	0	0	0
Florida High	5	0	6	0	1
DYS	0	0	0	0	0
Florida A&M	0	0	0	0	3
P.K. Young	7	0	0	0	38
TOTALS	916	6,793	3,677	1,876	9,898

APPENDIX B--STATISTICAL INFORMATION ON STUDENT ACCELERATION IN COMMUNITY COLLEGES--1975-76

	CLEP		CEEB ADVANCED PLACEMENT		INSTITUTIONAL EXAMS		OTHER EXAMS		TOTAL CREDIT BY EXAMS	
COLLEGE	NO.	CREDITS	NO.	CREDITS	NO.	CREDITS	NO.	CREDITS	NO.	CREDITS
Brevard	375	5125	0	0	0	0	3	14	378	5139
Broward	53	441	8	54	171	1457	0	0	232	1952
Central Florida	29	234	0	0	7	28	34	414	70	676
Chipola	83	870	0	0	0	0	0	0	83	870
Daytona Beach	187	1511	1	3	42	345	2	18	232	1877
Edison	90	474	4	26	15	263	7	56	116	819
Fla. JC @ Jax.	1775	2554	70	134	3306	4575	3645	N/A*	8796	7263
Florida Keys	41	336	1	3	14	40	0	0	56	379
Gulf Coast	125	1659	0	0	0	0	47	594	172	2253
Hillsborough	289	3498	0	0	236	930	3	135	528	4563
Indian River	2	26	0	0	10	77	8	23	20	126
Lake City	31	358	0	0	0	0	0	0	31	358
Lake-Sumter	11	63	0	0	58	219	0	0	69	282
Manatee	811	2433	0	0	0	0	0	0	811	2433
Miami-Dade	741	7662	28	200	1608	5120	0	0	2377	12982
North Florida	30	333	0	0	58	198	0	0	88	531
Okaloosa-Walton	56	628	0	0	0	0	0	0	56	628
Plam Beach	227	2445	2	6	108	476	0	0	337	2927
Pasco-Hernando	34	397	0	0	72	213	0	0	106	610
Pensacola	368	2767	19	99	567	1283	198	681	1152	4830
Polk	73	804	0	0	41	192	0	0	114	996
St. Johns River	12	93	0	0	6	18	0	0	18	111
St. Petersburg	842	10333	2	12	15	46	0	0	859	10391
Santa Fe	53	579	0	0	33	182	0	0	86	761
Seminole	27	279	0	0	4	12	0	0	31	291
South Florida	3	18	0	0	0	0	0	0	3	18
Tallahassee	67	667	0	0	134	455	213	2682	414	3804
Valencia	141	1256	0	0	63	303	17	150	221	1709
TOTALS	6576	47843	135	537	6568	16432	4177	4767	17456	69579

*Not available.

APPENDIX B--STATISTICAL INFORMATION ON STUDENT ACCELERATION IN COMMUNITY COLLEGES -- 1975-76
(continued)

	COLLEGE-HIGH SCHOOL		COLLEGE-UNIV. OR OTHER COLL.		TOTAL: DUAL ENROLLMENT		EARLY ADMISSIONS		GRAND TOTAL OF REPORT	
COLLEGE	NO.	CREDITS	NO.	CREDITS	NO.	CREDITS	NO.	CREDITS	NO.	CREDITS
Brevard	192	693	0	0	192	693	36	1141	606	6973
Broward	230	1293	0	0	230	1293	91	2158	553	5403
Central Florida	17	91	5	37	22	128	16	196	108	1000
Chipola	12	105	0	0	12	105	7	191	102	1166
Daytona Beach	14	125	37	148	51	273	20	557	303	2707
Edison	57	287	10	60	67	347	28	658	211	1824
Fla. JC @ Jax.	34	202	N/A*	N/A*	34	202	17	520	8847	7985
Florida Keys	48	207	0	0	48	207	9	131	113	717
Gulf Coast	90	259	0	0	90	259	76	218	338	2730
Hillsborough	211	2569	179	1034	390	3603	20	414	938	8580
Indian River	0	0	0	0	0	0	17	525	37	651
Lake City	33	135	0	0	33	135	13	363	77	856
Lake-Sumter	61	438	0	0	61	438	13	257	143	977
Manatee	62	416	10	52	72	468	36	625	919	3526
Miami-Dade	1990	15510	†	†	1990	15510	150	3179	4517	31671
North Florida	29	212	0	0	29	212	12	383	129	1126
Okaloosa-Walton	74	540	0	0	74	540	32	384	162	1552
Plam Beach	156	1110	110	570	266	1680	6	173	609	4780
Pasco-Hernando	07	390	14	164	121	554	19	119	246	1283
Pensacola	294	1261	0	0	294	1261	63	719	1509	6810
Polk	56	195	0	0	56	195	38	1038	208	2229
St. Johns River	96	701	0	0	96	701	22	535	136	1347
St. Petersburg	367	4237	26	154	393	4391	28	792	1280	15574
Santa Fe	17	30	20	66	37	96	17	430	140	1287
Seminole	44	426	6	20	50	446	32	1062	113	1799
South Florida	6	100	1	15	7	115	1	17	11	159
Tallahassee	38	447	72	163	110	610	18	296	542	4710
Valencia	207	465	38	108	245	573	187	840	653	3122
TOTALS	4542	32444	528	2591	5070	35035	1024	17921	23550	122535

*Not available.
†No record kept.

APPENDIX C--STATISTICAL INFORMATION ON STUDENT ACCELERATION
STATE UNIVERSITY SYSTEM
(September 1, 1975--August 30, 1976)

	Florida A&M University		Florida Atlantic University		Florida International University		Florida State University		Florida Technological University		University of Florida		University of North Florida		University of South Florida		University of West Florida		TOTALS	
	No.[1]	Credit[2]	No.	Credit	No.	Credit	No.	Credit	No.	Credit	No.	Credit	No.	Credit	No.	Credit	No.	Credit	No.	Credit
Early Admissions from Secondary Schools	6	30	3	0	N/A	N/A	35	UN	0	0	31	365	N/A	N/A	46	597.0	N/A	N/A	121	992
Dual Enrollment between University and:																				
Secondary School	31	0	0	0	0	0	128	832	21	156	31	125	0	0	38	250	0	0	249	1363
Community College	5	0	92	773	0	0	133	1204	28	327	23	78	219	0	449	3505	4	40	953	5927
State University	486	0	0	0	0	0	764	7842	7	58	0	0	117	1855	41	203	0	0	1415	9958
Other Post-Secondary Institutions	0	0	5	41	0	0	7	44	12	86	0	0	0	0	43	290	0	0	67	461
CLEP Exams:																				
General	59	331	494	4304.5	48	427.5	2880	18696.5	779	6656	5045	43492.5	699	0[3]	2020	17649.5	181	1359	12205	93116.5
Subject	8	24	22	101.5	1	9	174	1720.5	UN	315	64	523	35	0	56	379	UN	61.5	360	3133.5
Institution Examinations	0	0	0	0	40	204	971	6879	125	653	8	52	0	0	9	66	35	225	1188	8079
Other Acceleration Mechanisms[4]	0	0	0	0	119	2186[5]	UN	17[6]	165	4999[7,8]	153	1077	0	0	18	126.5	46	698[8]	501	9103.5
TOTALS	595	585	262	5220	208	2826.5	2860	37235	1137	13250	5355	45712.5	598	1855	1532	23066	266	2383.5	12813	132135

1. Number of Students does not always add because of duplicated headcount.
2. Quarter hours.
3. Used for placement only.
4. Includes Advanced Placement Program data.
5. Credit for life experience.
6. Curriculum of Attainment Program.
7. Time-Shortened Program.
8. Military Credit.

N/A -- Not Applicable.
UN -- Unavailable.

241.479 Accelerated degree programs; annual reports.—

(1) It is the declared intent of the Legislature to foster and encourage the several levels of the system of public education to collaborate in further developing and providing articulated programs in which students can proceed toward their educational objectives as rapidly as their circumstances permit. It is the further intent of the Legislature specifically to encourage and foster time-shortened educational programs at all levels in the system as well as to support the use of acceleration mechanisms, including, but not limited to: Credit by examination or demonstration of competency, advanced placement, early admissions, and dual enrollment.

(2) The Board of Regents, community college boards of trustees, and district school boards are authorized to establish intrainstitutional and interinstitutional programs to maximize the articulation of students. Should the establishment of these programs necessitate the waiver of existing State Board of Education regulations, reallocation of funds, or revision or modification of student fees, each institution shall submit the proposed articulation program to the State Board of Education for review and approval. The State Board of Education is authorized to waive its regulations and make appropriate reallocations, revisions, or modifications in accordance with the above.

(3) The Department of Education shall report to the Legislature by March 1, 1974, and annually thereafter at least 30 days prior to each regular legislative session, regarding programs which have been initiated pursuant to this section and the status of other already existing programs. The Department of Education shall recommend to the Legislature action which it determines will further the intent of this section.

History.—ss. 1-3, ch. 73-195.

239.79 College level examinations.—

(1) The Board of Regents is authorized and directed to require each university in the State University System to offer, upon request, to all students enrolled for the first time at that university, at the time of enrollment, and to make available to all other students, not less than once annually, the College Level Examination Program (CLEP) examinations offered by the college entrance examination board or equivalent examinations in those general subject areas which are required or may be applied toward general education requirements for a baccalaureate degree at that university.

(2) A student satisfactorily completing such examinations shall receive full credit for the course the same as if it had been taken, completed, and passed.

History.—s. 25, ch. 73-338.

229.814 Secondary Level Examination Program.—

(1) The State Board of Education shall adopt rules which prescribe performance standards and provide for comprehensive examinations to be administered to candidates for high school equivalency diplomas and for individual examinations in the subject areas required for high school graduation. These rules shall include, but not be limited to, provisions for fees, frequency of examinations, and procedures for retaking an examination upon unsatisfactory performance.

(2) The Department of Education is authorized to award high school equivalency diplomas to candidates who meet the performance standards prescribed by the state board.

(3) Each district school board shall offer and administer the high school equivalency diploma examinations and the subject area examinations to all candidates pursuant to rules of the state board.

(4) Any candidate who is awarded an equivalency diploma shall be exempted from the compulsory school attendance requirements of s. 232.01.

(5) Each district school board shall develop, in cooperation with the area community college board of trustees, a plan for the provision of advanced instruction for those students who attain satisfactory performance on the high school equivalency examination or the subject area examinations or who demonstrate through other means a readiness to engage in postsecondary level academic work. The plan shall include provisions for the equitable distribution of generated funds to cover personnel, maintenance, and other costs of offering the advanced instruction. Priority shall be given to programs of advanced instruction offered in high school facilities.

History.—s. 1, ch. 75-130; s. 9, ch. 76-223.

APPENDIX E--COMMITTEE ON TIME-SHORTENED EDUCATION

Mr. Shelley S. Boone (Chairman), Deputy Commissioner for Special Programs, Department of Education

Dr. Myron R. Blee, Bureau Chief, Bureau of Program Support and Services, Division of Community Colleges, Department of Education

Dr. Joseph W. Crenshaw, Bureau Chief, Curriculum and Personnel Development, Division of Public Schools, Department of Education

Mr. Rexford Gaugh, Director, Pinellas Vocational/Technical Institute

Dr. Ned B. Lovell, Superintendent of Schools, Leon County School System

Dr. Paul Parker, Director, Instructional Systems and Support, Division of Universities, Department of Education

Dr. Carl Riggs, Vice President for Academic Affairs, University of South Florida

Mr. Ron Jeffries, Director, Vocational Program and Staff Development Section, Division of Vocational Education, Department of Education

Dr. Ben Wygal, President, Florida Junior College at Jacksonville